

Available online at [www.sciencedirect.com](http://www.sciencedirect.com)**ScienceDirect**

Procedia - Social and Behavioral Sciences 190 (2015) 97 – 105

**Procedia**  
Social and Behavioral Sciences

2nd GLOBAL CONFERENCE on PSYCHOLOGY RESEARCHES, 28-29, November 2014

## Self-efficacy in counseling: The role of organizational psychological capital, job satisfaction, and burnout

Ramin Aliyev<sup>a\*</sup>, Erhan Tunc<sup>b</sup><sup>a</sup>*Zirve University, Gaziantep 27260, Turkey*<sup>b</sup>*Gaziantep University, Gaziantep 27260, Turkey*

---

### Abstract

In this study, the factor affecting the level of self-efficacy in psychological consultation was investigated. Variables of gender, age, and vocational seniority, the type of institution they are working in, and the departments from which psychological counselors graduated working in the province of Gaziantep are taken into consideration and the role of organizational psychological capital, job satisfaction, burnout and self-efficacy level regarding psychological consultation are aimed to be shown. The data obtained show that there are significant differences among the test points in terms of their gender, age, vocational seniority and graduated departments but there are not significant statistical results in terms of the type of school they are working in.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of Academic World Research and Education Center.

**Keywords:** Psychological Capital; Burnout; Self-Efficacy In Counseling; Job Satisfaction

---

### 1. Introduction

The school psychological counselors have stated that their feeling themselves to be effective in their profession has utmost importance in terms of the people they serve and their success in his profession affects those people as well. It is very important for psychological counselors who are a crucial part of modern counseling and guidance services to view themselves as professionally effective. In other words; the higher a psychological counselor's self-efficacy is, the more effective counseling and guidance he carries out (Asarlı, 2012).

---

\* Ramin Aliyev. Tel.: +90-505-799-4724; fax: +90-342-211-6677.  
E-mail address: [aliyevus@gmail.com](mailto:aliyevus@gmail.com)

Not only do the successful and unsuccessful experiences affect self-efficacy, but also self-efficacy affects successful and unsuccessful experiences. While having successful experiences affects self-efficacy, a high self-efficacy enables a successful performance to appear. People's ability to start a behavior and show perseverance to continue that behavior successfully and insistence to overcome the obstacles he faces in his way are all related to how influential the person perceives himself to be about that subject (Ridgway & Sharpley, 1993).

According to Ozguven (2001), subjects such as psychological counselors' level of readiness for professional life, the tasks expected to be realized by them, skills and efficacies, the tasks which they believe that they can succeed in have the potential to help the area of psychological counseling to improve.

Ozyurek (2007) makes parallel statements with Ozguven in his work. According to Ozyurek, there are not enough studies about school psychological counselors' perception of their efficacy level who account for the greater scope of psychological counseling.

High level self-efficacy shows a proactive effect on challenges and difficulties and help to develop a successful orientation period in various stressful circumstances (Skaalvik & Skaalvik, 2007).

Psychological capital has sub-components. Basically, there are four components (self-efficacy, hope, optimism and psychological endurance/strength/perseverance) and it is possible to increase them. Pleasure, self-declaration, being extrovert, conscience, pleasantness, neutrality openness, self-respect, self-conscience, trust, determination, discipline and belongingness are included in positive psychological capital (Luthans & Avolio, Avey, Norman, 2007; Luthans, 2002; Luthans et al., 2006; Luthans & Youssef, 2004).

Another component of psychological capital, psychological endurance, is seen as a psychological capacity to get over any kind of negativity, obscurity or change when experienced by a person (Luthans et al, 2006). As a result of the researches in the area of positive psychology and positive organization school, the reflection of positive psychology in the area of organization, and especially in positive organizational behaviour researches; the term psychological capital came into being (Luthans et al, 2006). "Psychological capital" is a term having come into being as a combination of skills such as self-efficacy, hope, optimism, endurance that are open to improve and it means more than the combination of the skills mentioned herein above.

The qualities forming the structure of psychological capital are explained with the factors of self-efficacy, optimism, hope and psychological endurance. Self-efficacy is a person's struggle to reach his/her target in the light of his/her belief in his/her skills (Bandura, 1995). Optimism is a person's positive references for present time and future with the expectation of success (Schneider, 2001). Hope means the motivation to find the ways to achieve targets and the ability to use these ways (Lopez et al, 2000). Psychological endurance means a person's ability to get over the problems to succeed after facing many troubles, problems or negative situations (Luthans, et al, 2006).

According to Pines (1993; 1996), burnout is only seen among idealist or highly motivated people with high motivation. When these people's expectation level of professional life is high, and emotional pressure is intense and long lasting, their feelings such as stress, alienation, anxiety and depression are also high. Therefore, it is highly important to define and measure the term burnout, which is an important phenomenon of modern life and is encountered frequently by people in professional life.

Emotional burnout indicated the dimension of individual stress of burnout and means "a decrease in the emotional and physical resources" (Maslach et al., 2001; Wright & Douglas, 1997).

On the other hand, working conditions of modern age creates fast change and an atmosphere of obscurity and this situation causes stress in organizational staff and reactions produced against this stress. From this point of view, burnout is a kind of reactions that develops against stress, related to one's profession. In other words, it a result of badly managed stress (Sesen et al, 2013).

In terms of an organization using initiative, being proactive, having responsibility, working with high performance as well as environmental factors such as familial and social demands and technological improvements cause the working people to experience more stress. People who live both organizational and environmental long term and intense stress are affected negatively in terms of mental and physical health and, after a period of time, a feeling of burnout emerges. Forming burnout is a consequence of working people's living a physical or psychological feeling of vanity and their not being able to put up with this feeling (Maslach & Goldberg, 1998).

Self-efficacy affects many variables such as the quality of services that are provided, a person's motivation, one's performance, venturing a new work, and continuity in a work s/he began, feeling of fatigue when she makes a mistake, his/her giving up or keeping on and job satisfaction (Bandura, 1993).

## 2. Methodology

### 2.1. Means of Data Collection

Counselor Activity Self-Efficacy Scales, which was originally developed by Lent et al. (2003) and adapted to the Turkish people by Pamukcu and Demir (2013), has been used to measure the counseling self-efficacy. Maslach Burnout Inventory, which was originally developed by Maslach and Jackson (1981) and adapted to the Turkish people by Cam (1992), was used to measure the burnout. Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England and Lofquist (1967) and adapted to Turkish people by Baycan (1985) measured job satisfaction. Organizational Psychological Capital Scale was originally developed by Luthans et al. (2007) and adapted to Turkish people by Cetin and Basim (2012) was used to measure the organizational psychological capital.

### 2.2. Collection and Analyses of Data

Means of collecting data, prepared by the researcher were applied to psychological counselors in the province of Gaziantep. Data collected were codified and uploaded to SPSS 16.00 program in order to be used in statistical practices. MANOVA (multiple variable analysis) correlation and regression analysis were conducted on the data uploaded to SPSS program and the results were presented under the title of findings.

## 3. Findings

In this part, whether self-efficacy in psychological counselors, psychological capital, job satisfaction and burnout show differences in terms of gender, age, vocational seniority, the institution they are working in and departments they graduated from have been presented and have showed if there are significant correlations among this variables.

Table 1. MANOVA results gained from the scales according to gender.

	men n=166	women n=146		
Dimensions	<i>X</i>	<i>X</i>	F	Sig.
Self-Efficacy	226,40	240,08	6,366	,012*
Psychological Capital	133,80	141,46	5,721	,017*
Job Satisfaction	110,25	118,51	7,462	,007*
Burnout	106,01	99,43	6,918	,009*

*Wilks' Lambda*= .966; *F*=2.73; *p*= .029

When we analyse the data from Table 1, depending on gender, we can see that there is a meaningful differentiation in favor of men in terms of means gained from the scales of self-efficacy, psychological capital and job satisfaction but about burnout points, women have higher points and they differentiate significantly.

Table 2. MANOVA results related to the means obtained from the scales in terms of age.

	20-25 ages (A) n=78	26-30 ages (B) n=159	31-35 ages (C) n=50	35 and more (D) n=25			
Dimensions	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	F	Sig.	Significant Difference
Self-Efficacy	221,08	234,01	242,30	242,72	2,607	,052	
Psychological Capital	130,84	137,89	143,42	143,12	2,446	,064	C,D>A
Job Satisfaction	107,15	114,93	119,76	119,36	2,887	,036*	
Burnout	96,83	103,20	107,18	106,48	2,789	,041*	

*Wilks' Lambda*= .951; *F*=1.297; *p*= .215

When we analyse the data from table 2, there are significant differentiations in the means gained from burnout and job satisfaction scales in psychological counselors in terms of their ages. According to the results of LSD analysis, these differentiations are in the direction of (C,D>A), in the age groups between 31-35 and over 35 and 20-29 ages, and also in age groups, between 31-35 and over 35. When we look into the means belonging to self-efficacy and psychological capital, we see there are no significant statistical differentiations.

Table 3. MANOVA results related to the means obtained from the scales in terms of vocational seniority.

	0-5 years (A) n=84	6-10 years (B) n=157	11 years and more (C) n=71			
Dimensions	<i>X</i>	<i>X</i>	<i>X</i>	F	Sig.	Significant Difference
Self-Efficacy	220,08	235,87	237,83	3,293	,038*	
Psychological Capital	130,12	138,92	140,82	3,112	,046	B,C>A
Job Satisfaction	116,50	115,91	107,33	2,964	,053	
Burnout	97,02	103,82	104,69	2,866	,058	

*Wilks' Lambda*= .960; *F*=1.587; *p*= .125

When we look into the data in table 3, we see that there is a significant difference in the points of psychological counselors' self-efficacy scales in terms of vocational seniority. According to LSD analyses, this differentiation is in the directions of seniority periods between 6-10 years and 0-5 years and 6-10 and over 11. When we analyse the averages in psychological capital, job satisfaction and burnout, there is no significant differentiation in terms of vocational seniority.

Table 4. MANOVA results regarding the means obtained from the scales based on the types of institution where they work.

	Primary (A) n=112	Secondary (B) n=119	High School (C) n=81			
Dimensions	<i>X</i>	<i>X</i>	<i>X</i>	F	Sig.	Significant Difference
Self-Efficacy	234,48	231,97	231,71	,105	,900	-
Psychological Capital	138,65	136,99	136,40	,164	,849	-
Job Satisfaction	114,84	113,84	113,50	,068	,935	-
Burnout	103,35	102,15	101,87	,129	,879	-

*Wilks' Lambda*= .990; *F*=.371; *p*= .936

The data in table 4 shows that there is not a significant difference between the means that counselors got from the self-efficacy, psychological capital, job satisfaction and burnout scales based on the types of institution where they work.

Table 5. MANOVA results regarding the means obtained from the scales based on the undergraduate major fields they graduated from.

Dimensions	Guidance and Psychological Counseling n=271	Others n=41	F	Sig.
	<i>X</i>	<i>X</i>		
Self-Efficacy	238,14	197,51	27,446	,000*
Psychological Capital	140,55	116,80	26,112	,000*
Job Satisfaction	116,66	97,31	19,468	,000*
Burnout	86,97	104,86	24,758	,000*

*Wilks' Lambda* = .880; *F* = 10.46; *p* = .000

The data in table 5 suggest that there are some significant differences between the means obtained from the self-efficacy, psychological capital, job satisfaction and burnout scales based on the undergraduate major fields in support of those graduating from the Guidance and Psychological Counseling department; however, it is seen that, in terms of the burnout points, those graduating from other departments yet working as counselors have higher points and differ significantly.

Table 6. Pearson Product-Moment Correlation Coefficient results regarding the correlation between the counselors' levels of self-efficacy, psychological capital, job satisfaction and burnout in psychological guidance.

	Self-Efficacy	Psychological Capital	Job Satisfaction	Burnout
Self-Efficacy	1	,996**	,981**	-,985**
Psychological Capital		1	,979**	-,165
Job Satisfaction			1	-,176
Burnout				1

\*\**p* < .01

Table 6 indicates that there is a significant and positive correlation between self-efficacy and job satisfaction (*p* < .01); there is a significant and negative correlation between self-efficacy and burnout (*p* < .01); yet, there is no significant correlation between burnout and job satisfaction and also between psychological capital and burnout.

Table 7. Regression Analysis results regarding whether psychological capital, job satisfaction and burnout levels are significant predictors for explaining self-efficacy levels in psychological counseling.

Variables	<i>B</i>	<i>Standard Error</i>	<i>β</i>	<i>T</i>	<i>p</i>
Psychological Capital	1,322	,055	,791	24,133	,000*
Job Satisfaction	,263	,046	,147	5,743	,000*
Burnout	,134	,067	,062	2,002	,046*

*Dependent variable:* Self-Efficacy in Psychological Consultation

*R* = .996 *R*<sup>2</sup> = .993 *F*<sub>(3, 312)</sub> = 13608,142 *p* = .000

According to the results of the multiple regression analysis regarding the sub-problem “Is psychological capital is a significant predictor of job satisfaction and burnout levels of the counselors in explaining their self-efficacy levels in psychological consultation?”, it is seen that there is a significant correlation between counselors' self-efficacy

levels and their psychological capital, job satisfaction and burnout levels ( $R=.996$ ,  $R^2=.993$ ). Based on the multiple regression analysis results, job satisfaction and burnout levels are significantly predictors in explaining self-efficacy levels in psychological consultation. Psychological capital accounts for 99 % of total variance belonging to self-efficacy levels in psychological consultation together with job satisfaction and burnout levels ( $p<.05$ ). When ANOVA results are analysed, it is seen that psychological capital, job satisfaction and burnout variables are significantly predictors of self-efficacy in consultation.

#### 4. Results and Discussion

It is seen that, according to the research results, there are significant differences in support of the male ones as to the counselors' gender based on the means obtained from self-efficacy, psychological capital and job satisfaction; yet, the female ones got higher points than the male ones in terms of burnout points and differ significantly.

Some of the researches suggest that burnout is more common among the male, whereas some others conclude vice versa. However, it is seen that there is no significant difference in terms of the gender variable as to burnout (Bryne, 1993).

Girgin (1995) states that, in the research in which primary school teachers' burnout status, male teachers have higher points than female ones in the desensitization dimension; while in the study by Altintas (1997), it is seen that there is no significant difference between the technical teachers' burnout levels and the variables such as gender, professional seniority and branch in the profession.

It is seen that there are significant differences between the means obtained from the job satisfaction and burnout scales according to counselors' age and this difference is between the ages of 31-35 and over 35 and the age group 20-29 and in support of those at the ages of 31-35 and over 35. When the means concerning self-efficacy and psychological capital, there is no statistically significant differentiation.

In the study by Secer (2011), it is seen that there is no significant differentiation in the sub-dimension of emotional burnout and sense of low personal achievement of the burnout scale in terms of the age variable, but in the desensitization sub-dimension, there is a significant difference in support of those at the 21-30 age group.

Girgin (1995) examined the burnout status of primary school teachers and expressed that as the age goes up, burnout declines in male teachers based on the gender variable.

Based on the study result, there are significant differences between the means they received from the self-efficacy scale according to the counselors' professional seniority and this difference is between those whose length of service is 6-10 years and over 11 years and 0-5 years in support of 6-10 years and over 11 years. On the other hand, when the means concerning psychological capital, job satisfaction and burnout are analysed, it is seen that there is no statistically meaningful difference among the points according to the professional seniority.

Yiyit (2001)'s study is among those determining that as the length of experience goes up, self-efficacy points of the school psychological consultant increase, too. Then, in Celikkaleli (2009)'s research, it is established that self-efficacy levels of the school psychological consultants whose length of service is up to 5 years are lower than those with a length of experience of 6-10 years and 11-15 years. Contrary to these results, there is no significant difference among the psychological consultation means of the psychological consultants in Sali-Bilgic (2001)'s study.

In Secer (2011)'s study, there is no significant difference in the emotional burnout and desensitization sub-dimensions of burnout in terms of professional seniority but there are significant differences in low personal achievement sense and psychological consultants with a length of service of "0-1 year" experiences burnout most.

It is seen in the study that there are no significant differences among the means that counselors receive from the self-efficacy, psychological capital, job satisfaction and burnout scales according to the types of institutions where they serve.

When the researches studying the self-efficacy levels of school psychological consultants, Sutton and Fall (1995)'s and Bodernhorn and Skagg (2005)'s studies stand out. They conclude that self-efficacy levels of school psychological consultants do not differ significantly based on the grades (primary, secondary) they work at.

A significant difference has been found in terms of self-efficacy levels of school psychological consultants according to the grades in support of those working at the secondary level. Guven (2007) reached some data supporting this result and determined that self-efficacy levels of school psychological consultants working at secondary level are higher (as cited in Gunduz & Celikkaleli, 2009).

According to the results of the study, it is seen that there are significant differences according to the means they obtained from the self-efficacy, psychological capital, job satisfaction and burnout scales as to the undergraduate major they graduated from in support of those graduating from the Guidance and Psychological Counseling department; however, in terms of burnout points, those graduating from other departments yet working as counselors have higher points than those from the Guidance and Psychological Counseling department and differ significantly.

Though researches analysing the correlation between the self-efficacy of the school psychological consultant and the department finished are not encountered in foreign literature (Asarlı, 2012)

Karckay-Tasdelen (2008) determined a significant difference among the self-efficacy points in support of the graduates of the Guidance and Psychological Counseling department in the study they analysed the self-efficacy levels of school psychological consultants graduating from different departments yet working as school psychological consultants (as cited in Erkan, 2011). Nevertheless, in some of the studies carried out on counselors graduating from different departments yet working as school psychological consultants (Yiyit, 2001; Ozgun, 2007), there is no significant difference in terms of the department finished and their self-efficacy points.

The results of the study indicates that there is a significant and positive correlation between self-efficacy and job satisfaction ( $p < .01$ ); there is a significant and negative correlation between self-efficacy and burnout ( $p < .01$ ); yet, there is no significant correlation between burnout and job satisfaction and also between psychological capital and burnout.

When the literature is looked through, there are some stating that there is positive correlation between psychological capital and job satisfaction (Akçay, 2012; Appollis, 2010; Cetin & Basim, 2011; Luthans et al., 2007), a positive correlation between self-efficacy and job satisfaction (Lent & Hackett, 1987; as cited in Bodernhorn & Skaggs, 2005; Skaalvik & Skaalvik, 2010; Ozgun, 2007; Uslu, 1999) and a negative correlation between job satisfaction and burn out (Maslach & Jackson, 1981; Singh et al., 1994; Maslach et al., 2001; Pranjic, 2006; Tamini & Kord, 2011; Uyar & Erdinc, 2011; Skaalvik & Skaalvik, 2010; Unguren et al., 2010; Bracket et al, 2010)

According to the results of the multiple regression analysis conducted on the research data, psychological capital, job satisfaction and burnout levels are significant predictors in explaining the self-efficacy level in psychological consultation.

Mills and Huebner (1998) analysed the organization stress sources and burnout levels of school psychologists in terms of various personal factors. They carried out a multiple regression test on emotional burnout, desensitization and low personal achievement sense in terms of professional stress sources and demographical variables. As a result of the study, it was concluded that the correlation of emotional burnout and desensitization points with professional stress sources are stronger than low points regarding personal achievement sense.

## References

- Akçay, H. V. (2012). The relationship between positive psychological capital and job satisfaction. *Kahramanmaraş Sutcu Imam University Journal of Faculty of Economics and Administrative Sciences*. 2/1.
- Altıntaş, E. (1997). *Teknik öğretmenlerde tükenmişlik düzeyini etkileyen bazı faktörler ve yordayıcı değişkenler [Some factors and predictor variables affecting the burnout level of technical teachers]*. 4. National Educational Sciences Congress, 10-12 September 1997, Eskişehir.
- Appollis, V.P. (2010). *The relationship between intention to quit, psychological capital and job satisfaction in the tourism industry in the western cape*, Magister Commerci, Department of Industrial Psychology, Ems Faculty, University of Western Cape.
- Asarlı, Z. (2012). *Investigation of school counselor self-efficacy levels of counselors working in school*. Unpublished Master's Thesis. Ege University Social Sciences Institute, Izmir
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117-148.
- Baycan, A. (1985). *An analysis of the several aspects of job satisfaction between different occupational groups*. Unpublished Doctoral Dissertation. Bosphorus University, Social Sciences Institute, Istanbul.
- Bodernhorn, N., & Skaggs, G. (2005). Development of the school counselor self-efficacy scale. *Measurement and Evaluation in Counseling and Development*, 38, 14-28.
- Bracket, M. A., Palomera, R., & Kaja, J. M. (2010). Emotion regulation ability, burnout and job satisfaction among British secondary school teachers. *Psychology in the Schools*, 47.
- Byrne, B. (1993). The maslach burnout inventory: Testing for factorial validity and invariance across elementary, intermediate and secondary teachers. *Journal of Occupational and Organizational Psychology*, 66, 197-212.
- Cam, O. (1992). *Investigating reliability and validity of the burnout scale*. Paper Presented at The Seventh National Psychology Congress, in Ankara.



- Cetin, F., & Basim, H. N. (2012). Organizational psychological capital: A scale adaptation study. *Amme Idaresi Dergisi*, 45(1), s.121-137.
- Erkan, Z. (2011). *The role of training experiences satisfaction in predicting school counselor self-efficacy*. Unpublished Master's Thesis, Uludag University, Bursa, Türkiye.
- Girgin, G. (1995). *İlkokul öğretmenlerinde meslekten tukenmisliğin gelişimini etkileyen degiskenlerin analizi ve bir model önerisi: İzmir ili kırsal ve kentel yore karsilastirmasi [Analysis of variables affecting progress of professional burnout in primary school teachers and a model proposal]*. Unpublished Doctoral Dissertation, Dokuz Eylul University, Social Sciences Institute, İzmir.
- Gunduz, B., & Celikkaleli, O. (2009). Career self-efficacy on school counselors. *Mersin University Journal of Faculty of Education*, 5(1), 1-16.
- Lent, R. W., Hill, C. E., & Hoffman, M. A. (2003). Development and validation of the counselor activity self-efficacy scales. *Journal of Counseling Psychology*, 50, 97-108.
- Lopez, S.J., Ciarlelli, R., Coffman, L., Stone, M. & Wyatt, L. (2000). *Diagnosing for strengths: on measuring hope building blocks* C.R. Snyder (Ed.). Handbook of Hope Theory, Measures and Applications. San Diego: Academic Press.
- Luthans, F., Youssef, C.M., & Avolio, B.J. (2007). *Psychological capital*. New York: Oxford University Press.
- Luthans, F., & Youssef, C. M. (2004). Human, social and now positive psychological capital management: Investing in people for competitive advantage. *Organizational Dynamics*, 33,2, 143-160.
- Luthans, F. (2002). Positive organizational behavior: developing and managing psychological strengths. *Academy of Management Executive*. 16.
- Luthans, F., & Youssef, C.M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33, 321-349.
- Luthans, F., Avolio, B.J., Avey, J.B., & Norman, S.M. (2007). Positive psychological capital: measurement and relationship with performance and satisfaction. *Personnel Psychology*. 60, 541-572.
- Luthans, F., Vogelgesang, G. R., & Lester, P. B. (2006). Developing the psychological capital of resiliency. *Human Resource Development Review*, 5,1.
- Maslach, C., & Jackson, S.E. (1981). The measurement of experienced burnout. *Journal of Occupational Behaviour*, 12, 99-113.
- Maslach, C., & Goldberg, J. (1998). Prevention of burnout: New perspectives. *Applied and Preventive Psychology*, 7,63-74
- Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job burnout. *Annual Review of Psychology*, 52,397-422.
- Mills, L.B., & Huebner, S.E. (1998). A prospective study of personality characteristic, occupational stressors, and burnout among school psychology practitioners. *Journal of School Psychology*, 36(1), 103- 120.
- Ozgun, M. S. (2007). *A Survey between the school psychological counselors personality features and occupational self-efficacy*. Unpublished Master's Thesis, Cukurova University, Adana.
- Ozguven, İ. E. (2001). *Cagdas egitimde psikolojik danisma ve rehberlik [Psychological counseling and guidance in modern education]*. Ankara: Pdrem Yayinlari
- Ozyurek, R. (2007). *Psikolojik danisman egitiminin ve okullardaki psikolojik danisma ve rehberlik hizmetlerinin nitelgini yukseltmeye yönelik öneriler [Suggestions directed at enhancing the qualities of psychological consultant training and psychological counseling and guidance services at schools]*. Ozyurek, R., Korkut, F., Korkut, D. O. (Ed.) Gelisen Psikolojik Danisma ve Rehberlik [Developing Psychological Counseling and Guidance]. Nobel Yayin Dagitim: Ankara.
- Pamukcu, B., & Demir, A. (2013). The validity and reliability study of the Turkish version of counseling self-efficacy scale. *Journal of Turkish Psychological Counseling and Guidance*, 5 (40), 212-221.
- Pines, A.M. (1996). *Burnout: An existential perspective*. In Schaufeli, W., Maslach, C., & Marek, T. (Eds.), *Professional Burn out: Developments in the ory and research*. Washington D.C.: Taylor & Francis.
- Pranjic, N. (2006). Burn out and predictors for burn out among physicians in Bosniaand Herzegovina- survey and study. *Acta Medica Academica*; 35, 66-76.
- Ridgway, I. R., & Sharpley, C. F. (1990). Multiple measures for the prediction of counselor trainee effectiveness. *Canadian Journal of Counseling*, 24(3), 165-177.
- Sali Bilgic, H. (2011). *Psychological counselors self-efficacy*. Unpublished Master's Thesis, Selcuk University, Konya, Türkiye.
- Schneider, S.L. (2001). In search of realistic optimism. Meaning, knowledge, and warm fuzziness. *American Psychologist*, 56 (3), 250-263.
- Secer, I. (2011). *The research of exhaustion level of the guidance counselors according to the same various factors*. Unpublished Master's Thesis. Ataturk University Educational Sciences Institute, Erzurum.
- Sevim, S.A., & Hamamci, Z. (1999).The investigation of the relationship between job satisfaction and job competence. *Journal of Turkish Psychological Counseling and Guidance*, 2(12), 39-40.
- Skaalvik, E.M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burn out: a study of relations. *Teaching and Teacher Education*, 1059-1069.
- Sutton, J. M., & Fall, M. (1995). The relationship of school climate factors to counselor self efficacy. *Journal of Counseling and Development*, 73, 331-336.
- Cetin, F., Sesen, H., & Basim, N. (2013).The effects of psychological capital on the burnout process: a research in public sector. *Anadolu University Journal of Social Sciences*, 13 (3), 95-108.
- Tamini, B.K., & Kord, B. (2011). Burnout components as predictors of job & life, satisfaction of university employees. *The Indian Journal of Industrial Relations*, 47, (1), 126-137.
- Uslu, M. (1999). *A Comparison of job satisfaction and burnout levels of psychological counseling and guiding professionals working at legal educational institutions according to locus of control and other variables*. Unpublished Master's Thesis, Selcuk University, Konya.
- Uyar, S., & Erdinc, S.B. (2011).The levels of job satisfaction and burnout of accountants. *MODAV*, 1, 213-232.
- Unguren, E., Dogan, H., Ozmen, M., & Tekin O. A. (2010). Correlation of the burnout and job satisfaction levels of hotel workers. *Journal of Yasar University*, 17(5)
- Weiss, R., Dawis, G., England, G., & Lofquist, L. (1967). *Minnesota studies in vocational rehabilitation 22: Manual ForThe Minnesota*



*Satisfaction Questionnaire*. Minneapolis: University of Minnesota.

Wright, T. A. (2003). Positive organizational behavior: an idea whose time has truly come. *Journal of Organizational Behavior*, 24(4), 437-442.

Wright, T. A. & Douglas, G. B. (1997). The contribution of burnout to work performance. *Journal of Organizational Behavior*, 18, 491-499.

Yiyit, F. (2001). *Developing a scale for measuring the perceived self-efficacy of school psychological counselor*. Unpublished Master's Thesis, Cukurova University, Adana.